

**ABSOLUTE RATING:** Below Average

**IMPROVEMENT RATING:** Good

Number of Elementary schools with students like ours: 110.

The absolute ratings for those schools ranged from unsatisfactory to excellent.

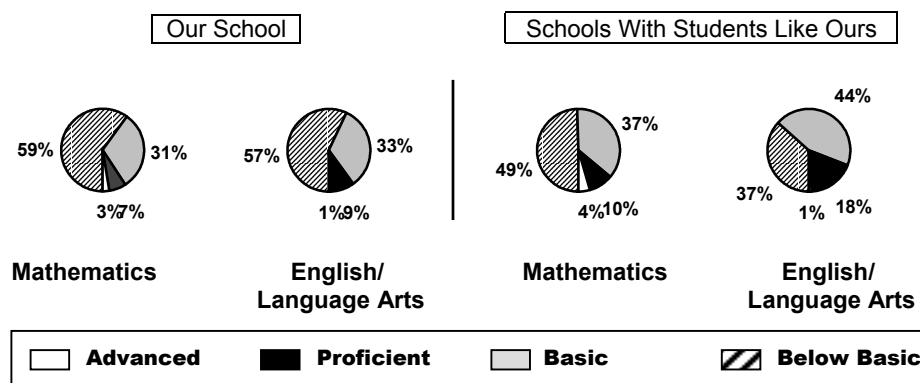
For improvement ratings, the range was from unsatisfactory to excellent.

## RATINGS OVER A 4-YEAR PERIOD



(Definitions of School Rating Terms on Page 4)

## PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS



## DEFINITIONS OF CRITICAL TERMS:

- Advanced** – Student performance exceeded expectations.
- Proficient** – Student performance met expectations.
- Basic** – Student performance met minimum performance expectations.
- Below Basic** – Student performance did not meet minimum performance expectations.

Science scores are to be reported on the 2004 School Report Card. Social studies scores are to be reported on the 2005 School Report Card.

PERCENT OF STUDENTS SCORING BASIC OR ABOVE ON THE PACT				
Student Group	English/ Language Arts	Math	Science	Social Studies
<b>All students (n=232)</b>	43.1	40.1	N/A	N/A
Students with disabilities other than Speech (n=31)	12.9	9.7		
Students without disabilities (n=201)	47.8	45		
<b>Gender</b>				
Male (n=127)	38.6	38.1		
Female (n=105)	48.6	42.9		
<b>Ethnic Group</b>				
African American (n=161)	40.4	33.8		
Hispanic (n=21)	N/A	N/A		
White (n=46)	58.7	56.5		
Other (n=4)	N/A	N/A		
<b>Lunch Status Group</b>				
Free/reduced-price Lunch (n=204)	43.6	42.9		
Pay for lunch (n=28)	N/A	N/A		

## SCHOOL PROFILE

### INDICATORS OF SCHOOL PERFORMANCE

SCHOOL	Our School	Change From Last Year	Schools with Students like ours	Median Elementary School
• Dollars spent per student	\$5,587	N/A	\$5,904	\$5,347
• Prime instructional time	93.4%	Up from 92.6%	89.5%	90.2%
• Student-teacher ratio in core subjects	19 to 1	N/A	17.1 to 1	18.7 to 1
<b>STUDENTS (n=734)</b>				
• Attendance Rate	95.2%	Up from 94.7%	96.2%	96.2%
• Students with disabilities other than speech taking PACT (ELA) off grade level	9.1%	N/A	7%	4.1%
• Students with disabilities other than speech taking PACT (math) off grade level	7.8%	N/A	6.1%	3.1%
• First graders who attended full day kindergarten	99.1%	Up from 98.1%	98%	96.3%
• Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
• Retention rate	2.2%	Down from 8.6%	5.8%	3.6%
<b>TEACHERS (n=52)</b>				
• Professional Development days per teacher	5.7 Days	Down from 6.1	7.4 Days	7.6 days
• Attendance Rate	98.8%	Up from 98.5%	95%	95.1%
• Teachers with advanced degrees	26.9%	Up from 21.2%	43.8%	47.7%
• Continuing contract teachers	65.4%	Up from 55.8%	77.4%	83.8%
• Teachers with out-of-field permits	3.8%	No change	3%	0.0%
• Teachers returning from the previous school year	75.8%	Up from 72.8%	81.5%	87.2%
• Average teacher salary	\$32,196	Up 8.1%	\$36,180	\$37,520

## SCHOOL FACTS

	Our School	Change From Last Year	Schools with Students like ours	Median Elementary School
<b>SCHOOL</b>				
• Percentage of expenditures spent on teacher salaries	59.1%	N/A	64.8%	65.3%
• Principal's years at the school	1	N/A	4	4.0
• Parents attending conferences	99%	N/A	87.6%	95.6%
• Opportunities in the arts	Good	N/A	Good	Good
<b>STUDENTS</b>				
• On academic plans	N/A	N/A	63.9%	43.1%
• On academic probation	N/A	N/A	0%	0.0%
• Older than usual for grade	2.5%	Up from 1.5%	2.1%	1.1%
• Suspended or expelled	43	N/A	2	1
• Gifted and talented	2.3%	Up from 0.9%	5.3%	11.5%
• With disabilities other than speech	9.6%	Up from 4.3%	9%	8.4%



## PRINCIPAL'S / SCHOOL IMPROVEMENT COUNCIL REPORT

Hollis Academy is a year-round school serving 791 students with the YMCA Extended Day program, the Salvation Army "Smart Program" and three Intersession (summer) programs that increase instructional time for all students K-5. These programs allow for additional acceleration, enrichment, tutoring, and extracurricular activities. The YMCA instructional activities are offered after school during the regular year and during Intersessions. The Salvation Army "Smart Program" offers tutoring after school by a lead teacher and a co-teacher on staff. Students participate in activities geared toward test-taking strategies; support for class assignments and ultimately an increase in student achievement. Classrooms have a reduced student-teacher ratio and a master schedule has been developed to increase students' time in their regular classrooms. The schedule assists with classroom management, individualized instruction and student achievement. The implementation of a Shelter Immersion Model for the English as Second Language Program has increased student instructional time in the classroom. An Early Success program has been implemented in first and second grades to address beginning language skill needs of identified students in a structured format. SOAR, which is the same program as Early Success, however, targets 3-5 grades has been implemented to serve 2 to 3 students in each classroom. Six full-day kindergarten classes prepare students for first grade. We also participate in the Summer Readiness Program offered through the Early Childhood department. Parenting workshops are on-going and adults are taught how to assist children and promote success. The school has a site-base management system. The four Teams (Curriculum and Instruction, Instructional Environment, Technology, and Professional Development) present implementation procedures to the School Renewal Team that has a representative from each grade level and each group on it. Options are discussed and decisions are executed.

### EVALUATIONS BY TEACHERS AND STUDENTS

Percent	Teachers	Students	Parents
Satisfied with learning environment	64.6	91.9	(Avail. 2002)
Satisfied with social and physical environment	58.3	76.2	
Satisfied with home-school relations	18.8	91.9	

### DEFINITIONS OF SCHOOL RATING TERMS

**Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal.

**Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal.

**Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal.

**Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal.

**Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal.

2301061

Hollis Elementary  
14 Eighth Street, Judson  
Greenville, SC 29611

Grades K-5 Elementary School

Enrollment: 734 Students

#### Principal

Ms. Megan Mitchell 864-241-3338

#### Superintendent

William E. Harner 864-241-3458

#### Board Chair

Roger D. Meek 864-233-8567

## THE STATE OF SOUTH CAROLINA

Annual School  
Report Card

2001

School Grade:  
Average

### South Carolina Performance Goal:

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the five fastest improving systems in the country.

For more information, visit our website at  
[www.myschools.com](http://www.myschools.com)